5E LESSON REFLECTIONS

1. What was your favorite part of the lesson and why?

* While the students were marking the spots of the car they were extremely engaged and serious about their job!
* The students surprised us because they were able to measure the distances easily and were not confused by the fact they had to add onto the previous measurement.
* The students were pondering quite a bit about why one car was slower than the other.

1. How effective was the lesson in meeting the objective? What was most effective?

Many different skills were used within math and science to meet multiple objectives, the lesson’ s objective included. The most effective part in meeting the objective was making sure the students were consistent and precise in the actions and measurements. Finding the mean of the three trials helped even out the numbers which allowed them to practice finding the mean.

1. What parts of the lesson would you change? Why?

We enjoyed doing the activity together as a group with our classes and then comparing the data of our one car with a class who had the opposite car. It didn’t seem to take away from the meaning of the lesson by NOT putting them into small groups.

1. Were there any parts that needed more explanation or time? How did you handle these situations?

There were several spots that could lend itself to other skills like using graphs to predict future distances or times not already plotted on the graph. Converting measurement would be a good way to provide more explanation for inches per second and have students convert to miles per hour.

1. Did your students find the lesson meaningful and worth completing?

Yes! They have been practicing with graphs so their confidence was up in that regard. Even though we worked in a large group we were able to distribute jobs throughout the class and they were excited to be a part of the entire experience. They also had meaningful discussion about how to measure the distances and create their graphs.